

EMPLOYMENT HISTORY OF VOCATIONAL  
AGRICULTURE TEACHERS IN KANSAS

by

ELMER PHILIP SCHRAG

B. S., Kansas State College  
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## INTRODUCTION

The Employment History of Vocational Agricultural Teachers in Kansas is a study to determine the similarities and the differences between the men who qualified to teach vocational agriculture in Kansas during the thirty year period, 1918-1947; and to determine, if possible, any characteristic differences between those who remained in the teaching field and those who left it for some other occupation.

A list of the men who qualified to teach vocational agriculture during this period was compiled from the files of the State Board for Vocational Education. This list was divided into three groups: 1918-1927, 1928-1937, and 1938-1947. Each of these groups was then divided into those who are still teaching vocational agriculture and those who left the vocational agricultural teaching field. Of the 297 on the list, 58 were deceased or their addresses were not available, leaving a total 239. Seventy-four are still teaching vocational agriculture and 165 have left the vocational agricultural teaching field.

To secure the data for this study, a questionnaire, formulated with the assistance of Professor A. P. Davidson, was sent to each of these men. (appendix)

The response to the questionnaire was gratifying. Of the 74 questionnaires mailed to the men teaching vocational agriculture, 68 were returned, a percentage of 91.9. Of the 165 mailed to those who left the vocational agricultural teaching field, 137 were returned, a percentage of 83.

Tabulations were made on the basis of the following six groups:

Group I: In-service men qualifying from 1918 to 1927

Group II: Out-of-service men qualifying from 1918 to 1927

Group III: In-service men qualifying from 1928 to 1937

Group IV: Out-of-service men qualifying from 1928 to 1937

Group V: In-service men qualifying from 1938 to 1947

Group VI: Out-of-service men qualifying from 1938 to 1947 <sup>1</sup>

Groups I, III, and V include the men in vocational agricultural teaching and groups II, IV, and VI those who left the vocational agricultural teaching field.

#### DATA

This report is an evaluation of the data gathered in the questionnaires sent to men who prepared themselves to teach vocational agriculture during the 30 year period 1918-1947. Its purpose is to determine the influence of training and experience upon those who remained in the teaching field and those who for some reason decided to enter some other occupation; and to compare the two groups in regard to place of birth, portion of college expenses earned, farm experience, teaching tenure, graduate work done, extra-curricular activities, achievements, farm investments, salary average, reasons for leaving field, satisfaction in work, honorary fraternities, farm ownership or management, and curriculums.

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<sup>1</sup> In-service those teaching vocational agriculture, out-of-service those who have left the field.

Only in the first ten years, Group I, Table 1, of this study have the men who remained in the field, averaged a significantly greater number of years on the farm, than those who left the teaching field. The overall average of the two groups was very similar, with the in-service men holding a slightly higher average, 19.3 years compared to 19.1 years, on the farm before beginning to teach vocational agriculture. Of the number of men born on the farm, the in-service men held a slight edge with an average of 89.4 per cent born on the farm compared to an average of 88.3 per cent for the out-of-service men. Seventy-six and four tenths per cent of the in-service men were born in Kansas; whereas 84.7 per cent of the out-of-service men were born in Kansas.

Table 1. Statistics pertaining to qualifying vocational agricultural teachers, and portion of college expenses earned.

	: : Number : born in : Kansas	: : Number : born on : a farm	: : Portion of : college : expenses : earned	: Number of : years lived : on a farm : before : teaching
Group I 1918-1927 In-service	72.7%	90.9%	62.0%	19.9 yrs.
Group II 1918-1927 Out-of-service	76.3%	76.3%	57.6%	16.8 yrs.
Group III 1928-1937 In-service	76.2%	90.5%	71.2%	18.7 yrs.
Group IV 1928-1937 Out-of-service	81.8%	92.7%	54.0%	20.0 yrs.

Table 1 (cont.)

	: : Number : born in : Kansas	: : Number : born on : a farm	: : Portion of : college : expenses : earned	: : Number of : years lived : on a farm : before : teaching
Group V 1938-1947 In-service	77.8%	88.8%	73.6%	19.5 yrs.
Group VI 1938-1947 Out-of-service	95.5%	93.2%	58.8%	20.0 yrs.
Groups I, III, and V 1918-1947 In-service	76.4%	89.4%	71.0%	19.3 yrs.
Groups II, IV, and VI 1918-1947 Out-of-service	84.7%	88.3%	56.5%	19.1 yrs.

Magill, in a survey in Virginia among vocational agricultural teachers, found in a study of 62 cases, that the 20 per cent having the lowest total expenditure for college education, had the highest average score for teacher departments; whereas the 11 per cent having the highest total expenditure for college education, had the lowest average score for teacher departments, with the remainder of the cases scattered between the two extremes. <sup>1</sup>

Magill also found that the average score of the teacher departments held rather constant for the 24 men who earned 75 per cent or less of their college expenses; whereas the 38 men who

<sup>1</sup> E. C. Magill, "Teaching Success - Some Questions Often Asked." The Agricultural Education Magazine, July 1937, 10:14-18.

earned over 75 per cent of their college expenses had the highest average score for the teacher departments.

The figures for the Kansas study (Column 3, Table 1) show that neither group earned more than 75 per cent of its college expenses. The in-service group earned an average of 71 per cent of its college expenses, but the out-of-service group earned an average of only 56.5 per cent of its college expenses. What was true for the average was true also for each of the three ten year periods. In each period the in-service groups reported a considerably higher per cent of its college costs earned.

Considerable difference between the two groups studied was found when tenure was considered. Although the total number of years taught by the out-of-service men was fewer than half the number of those of the in-service men, the number of locations in which they taught in each of the three groups was nearly as many for the out-of-service as it was for the in-service men. The average number of locations for the entire in-service group was 2.9; whereas the average for the out-of-service group was 2.6.

The fact that the number of locations was approximately the same for each of the two groups, and that the number of years taught by the in-service men was nearly double that of the out-of-service men would make the number of years in a position for the in-service men considerably higher than for the out-of-service men. The in-service men in all groups had an average tenure of 6.2 years compared to 3.8 years for the out-of-service men. Aker found in a study in New York that the average length of teaching tenure of 599 in-service and out-of-service vocational



agricultural teachers was 7.3 years. The average tenure in one school was 4.1 years.<sup>1</sup>

Table 2. Teaching experience and number of hours of graduate work.

	: : Number of : locations	: : Tenure	: Average : number : of years : taught	: Number of : hours of : graduate : work
Group I 1918-1927 In-service	3.1	10.0	31.1	38.4
Group II 1918-1927 Out-of-service	3.0	5.2	15.5	25.1
Group III 1928-1937 In-service	3.7	5.9	21.8	25.0
Group IV 1928-1937 Out-of-service	2.8	3.7	10.4	18.9
Group V 1938-1947 In-service	2.2	5.3	11.7	16.3
Group VI 1938-1947 Out-of-service	2.0	2.3	4.6	9.7
Groups I, III, and V 1918-1947 In-service	2.9	6.2	18.0	22.6
Groups II, IV, and VI 1918-1947 Out-of-service	2.6	3.8	10.0	17.7

<sup>1</sup> Gay V. Aker, "A Study of Tenure of Teachers of Vocational Agriculture in New York State." Problem, M. S. in Agriculture, 1951, Cornell University.



There was little difference between the length of service of vocational agricultural teachers in New York and Kansas. However, this study takes in only the group of men who qualified during the years 1918 to 1947 inclusive; whereas the study made by Aker included all the men teaching vocational agriculture in New York State.

Another factor which is of considerable importance in the professional growth of a teacher is graduate work. The in-service men in each of the three groups, and also in the thirty year period, averaged from 25 to 30 per cent more hours of graduate work than the out-of-service men (Column 4, Table 2). Considering that a number of men who left the field to go to the farm and other similar occupations, where additional graduate work would not benefit them as directly as it would in the teaching field, the figures would seem to be in line. Some of the men who left the vocational agricultural teaching field have gone into college teaching positions and other jobs where additional graduate work was necessary. However, the out-of-service group had considerably less graduate work compared to an average of 22.6 hours of graduate work for the in-service men.

Sutherland found from a study of 30 cases in California that of the factors considered: (a) farming experience, (b) scholastic record, and (c) extra-curricular activities, that a higher correlation existed between the extra-curricular activity factor and a superior teacher, than existed between either of the other factors.<sup>1</sup> If this is true, then the boy who participates in

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<sup>1</sup> S. S. Sutherland, "Can We Predict Teaching Success?" The Agricultural Education Magazine, August 1937, 10:35-38.

extra-curricular activities, either has the qualities of a successful teacher, or he develops them by participating in the activities.

In the consideration of extra-curricular activities, the author is fully aware that taking vocational agriculture in high school is not an extra-curricular activity, but in the classification of the material it was placed in this category.

In each of the four factors considered in Table 3, the out-of-service group predominates, except in the 1928 to 1937 period (Group III and IV). In this period the in-service men had the greatest per cent of participation in all four factors considered. Combining the three groups, the in-service men had a higher per cent of its group taking vocational agriculture in high school. However, the out-of-school group had a higher per cent who had belonged to the 4-H Club, who were members of a college judging team, and who belonged to a social fraternity.

Table 3. Number of qualifying vocational agriculture teachers and some of the pre-service extra-curricular activities.

	: Took : vocational : agriculture : in high : school	: : Belonged : to 4-H : Club	: : Member of : a college : judging : team	: : Belonged : to social : fraternity
Group I 1918-1927 In-service	9.1%	0.0%	0.0%	27.3%
Group II 1918-1927 Out-of-service	7.9%	10.5%	34.2%	31.5%

Table 3 (cont.)

	: Took : vocational : agriculture : in high : school	: : : Belonged : to 4-H : Club	: : : Member of : a college : judging : team	: : : Belonged : to social : fraternity
Group III 1928-1937 In-service	38.1%	28.6%	38.1%	61.9%
Group IV 1928-1937 Out-of-service	30.9%	25.5%	29.1%	58.2%
Group V 1938-1947 In-service	41.7%	30.6%	13.6%	19.4%
Group VI 1938-1947 Out-of-service	45.5%	63.6%	18.2%	40.9%
Groups I, III, and V 1918-1947 In-service	35.5%	25.0%	19.1%	33.8%
Groups II, IV, and VI 1918-1947 Out-of-service	29.2%	34.6%	27.0%	45.3%

Table 4. Achievements while teaching vocational agriculture.

	: : :State :Farmers	: : :American :farmers	: State : 1st place : FFA speech : winners	: : : Evening : schools : conducted	: : : Part-time : schools : conducted
Group I 1918-1927 In-service	20.3	1.8	1.0	11.2	4.5
Group II 1918-1927 Out-of-service	2.8	.2	.1	3.2	.7

Table 4 (cont.)

	:	:	:State	:	:
	:	:	:1st place	: Evening	: Part-time
	:State	:American	:FFA speech	: schools	: schools
	:Farmers	:Farmers	: winners	: conducted	: conducted
Group III					
1928-1937	16.5	.6	.4	3.4	2.3
In-service					
Group IV					
1928-1937	4.5	.4	.1	3.0	1.1
Out-of-service					
Group V					
1938-1947	9.5	.3	.1	2.3	.3
In-service					
Group VI					
1938-1947	3.0	.1	0.0	1.0	.5
Out-of-service					
Groups I, III, and V					
1918-1947	13.4	.6	.4	4.1	1.5
In-service					
Groups II, IV, and VI					
1918-1947	3.5	.2	.1	2.4	.8
Out-of-service					

Sasman states that the reason vocational agricultural teachers leave the field is the lack of recognition for their work.<sup>1</sup> Recognition in the vocational agricultural teaching field is based upon certain achievements. While there are many achievements which may be recognized in teaching vocational agriculture the number was cut to five. The following are important and represent a cross section of the work accomplished: (a) the

<sup>1</sup> L. M. Sasman, "Why Do Instructors Leave Vocational Agriculture?" The Agricultural Education Magazine, August 1953, 26:46.

number of State Farmers developed, (b) the number of American Farmers developed, (c) the number of first place State FFA speech winners developed, (d) the number of Evening Schools conducted, and (e) the number of Part-time Schools conducted.

In these fields the in-service men had a considerable margin over the out-of-service men. In each of the five areas mentioned, the in-service men had an overall average of from two to four times the achievements of the out-of-service group.

The first reaction would naturally be that since the in-service men have spent more years in vocational agricultural service, they should show a higher achievement. Table 2 (Lines 7 and 8, Column 3) shows that the average in-service man taught 1.8 times as long as the out-of-service man, and the figures in Table 4 show from two to four times as much achievement.

Table 5 gives the achievement per year taught, regardless of the number of years taught.

Table 5. Number of State Farmers, American Farmers, state 1st place FFA speech winners, evening schools conducted, and part-time schools conducted, per year taught.

	: :Number :of State :Farmers :per year	: :Number of :American :Farmers :per year	: :Number of :1st place :FFA speech :winners :per year	: :Number of :evening :schools :conducted :per year	: :Number of :part-time :classes :conducted :per year
Group I					
1918-1927	.652	.058	.032	.360	.138
In-service					
Group II					
1918-1927	.181	.010	.005	.206	.046
Out-of-service					

Table 5 (cont.)

	: :Number :of State :Farmers :per year	: :Number of :American :Farmers :per year	: :Number of :1st place :FFA speech :winners :per year	: :Number of :evening :schools :conducted :per year	: :Number of :part-time :classes :conducted :per year
Group III 1928-1937 In-service	.757	.028	.020	.156	.106
Group IV 1928-1937 Out-of-service	.433	.035	.013	.289	.106
Group V 1938-1947 In-service	.812	.026	.012	.197	.022
Group VI 1938-1947 Out-of-service	.652	.011	.000	.217	.109
Groups I, III, and V 1918-1947 In-service	.747	.035	.020	.227	.085
Groups II, IV, and VI 1918-1947 Out-of-service	.354	.020	.007	.245	.078

Some of the information gathered in this study was applicable only to the in-service men. In the study of the Employment History of the Vocational Agricultural Teachers in Kansas, material which would be of concern only to these men was collected and processed. There seemed to be a very uniform rate at which the in-service men gained their investment in farming.



Table 6. Investment in farming of the in-service vocational agricultural teachers.

	Average total: investment	Average number : of years taught:	Average investment per year taught
Group I 1918-1927	\$7727.27	31.1 yrs.	\$248.46
Group III 1928-1937	\$5345.29	21.8 yrs.	\$245.19
Group V 1938-1947	\$3325.00	11.7 yrs.	\$284.19

Group I, which qualified from 1918 to 1927, taught an average of 31.1 years and averaged \$7727.27 total investment or made an average of \$248.46 farming investment per year taught. Group III which qualified from 1928 to 1937 taught 21.8 years, had a total average investment of \$5345.29 or an average per year of \$245.19. The third group which has spent most of its teaching time during more prosperous years, did a little better. The men in this group taught 11.7 years, had a total average investment of \$3325.00 or an average farm investment per year of \$284.19.

Table 6 indicates that teachers in vocational agriculture accumulate approximately \$250.00 to \$300.00 farm investment per year, while they are teaching vocational agriculture.

Salary increases for the in-service men ran pretty much according to the number of years taught. The increase for the third period (1938-1947) was much greater than that between the first two periods.



Table 7. Salary average for in-service vocational agricultural teachers.

	Average salary for 1954-1955 term	: Average number of : years taught
Group I 1918-1927	\$4906.00	31.1 yrs.
Group II 1928-1937	\$4740.00	21.8 yrs.
Group III 1938-1947	\$4445.00	11.7 yrs.

Group I averaged 31.1 years of teaching experience, had an average salary of \$4906.00; Group III, which averaged 21.8 years experience, had an average salary of \$4740.00, and Group V with an average of 11.7 years experience had an average salary of \$4445.00.

Table 8, which applies to out-of-service men only, shows the per cent who remained in Kansas and those who left the state. From 15 to 26 per cent chose to seek employment in other states.

Table 8. Place of birth and location of employment for the out-of-service men.

	: Born in : Kansas	: Born on : farm	: Remaining : in Kansas	: Left : Kansas
Group II 1918-1927 Out-of-service	76.3%	76.3%	78.9%	21.1%
Group IV 1928-1937 Out-of-service	81.8%	92.7%	74.5%	25.5%
Group VI 1938-1947 Out-of-service	95.5%	93.2%	84.1%	15.9%

Table 8 (cont.)

	: Born in : Kansas	: Born on : farm	: Remaining : in Kansas	: Left : Kansas
Groups II, IV, and VI 1918-1947	84.7%	88.3%	78.8%	21.2%

In the three combined groups of the men who qualified during the years 1918-1947, 84.7 per cent were born in Kansas, and 78.8 per cent remained in Kansas.

There are various reasons why men who have prepared themselves for certain occupations or professions change to other fields. Table 9 lists the reasons given by the out-of-service men for changing to other work, and Table 10 shows the per cent of both in-service and out-of-service men satisfied with their present employment.

Table 9. Reasons for leaving the vocational agricultural teaching field.

	:Group II :1918-1927	:Group IV :1928-1937	:Group VI :1938-1947	:Groups II, IV & VI average
Dissatisfied	13.2%	9.1%	15.9%	12.4%
For better pay	42.2%	43.6%	43.2%	43.0%
More promising future	47.4%	63.6%	50.0%	54.8%
For health	7.9%	9.1%	2.3%	6.5%
Contract not renewed	0.0%	00.0%	0.0%	0.0%
Other reasons	39.6%	21.8%	34.1%	30.6%

Table 10. Per cent of the in-service men and out-of-service men who are satisfied in present job.

	In-service	Out-of-service
1918-1927	100.0%	100.0%
1928-1937	90.5%	92.7%
1938-1947	97.1%	97.6%
1918-1947	94.0%	96.3%

Nelson found from a questionnaire, returned by 302 experienced teachers of vocational agriculture in Iowa, Illinois, and Minnesota that a large majority of these teachers were comparatively well satisfied with their work and only between 10 and 20 per cent were either dissatisfied or indifferent.<sup>1</sup>

Nelson states, however, that a large majority were not satisfied with certain factors such as security, salary, social approval, work load, or opportunities for advancement.

In the Kansas study, the men were not questioned as to what they liked or disliked, but were merely asked whether or not they were satisfied in their work. The teachers questioned were experienced teachers as in the case of Nelson's study. The results in this study show a higher per cent of those replying saying they were satisfied. The in-service and out-of-service men who qualified during 1918-1927, responded by saying they were 100 per cent satisfied in their work. The other two groups did not average as high, as is shown in Table 10. However, the combined

<sup>1</sup> Kenneth Nelson, "Interests and Job Satisfaction of Mid-western Teachers." The Agricultural Education Magazine, February 1954, 26:178.

results show that 94 per cent of the in-service men and 96.3 per cent of the out-of-service men were satisfied with their jobs.

Since it was difficult to secure the scholastic records for all of the men, an alternative device, membership in honorary fraternities, was used to indicate scholastic attainment.

Table 11. Number of men by groups, in per cent, who belonged to honorary fraternities or organizations.

	: :Alpha: :Zeta	: :Phi :Phi	: :Kappa: :Delta	: :Gamma :Sigma	: :Phi :Delta	: :Other :honorary :organizations
Group I 1918-1927 In-service	9.1%	9.1%	36.4%	54.6%	9.1%	
Group II 1918-1927 Out-of-service	23.7%	15.8%	15.8%	50.0%	10.6%	
Group III 1928-1937 In-service	19.0%	9.5%	9.5%	52.4%	4.8%	
Group IV 1928-1937 Out-of-service	20.0%	9.1%	12.7%	30.9%	3.6%	
Group V 1938-1947 In-service	5.6%	2.8%	8.4%	25.0%	11.1%	
Group VI 1938-1947 Out-of-service	9.1%	4.5%	11.4%	15.9%	2.3%	
Groups I, III, and V 1918-1947 In-service	10.3%	5.9%	13.2%	38.2%	8.8%	
Groups II, IV, and VI 1918-1947 Out-of-service	17.5%	9.5%	13.1%	31.4%	5.1%	

Membership in Alpha Zeta and Phi Kappa Phi with only one exception for one of the groups showed the out-of-service men definitely had a higher percentage in the two honorary fraternities. The one exception was the Phi Kappa Phi membership, for the group qualifying between 1928-1937. In that group there was a slightly higher percentage in favor of the in-service group.

The membership of the in-service and out-of-service men in Gamma Sigma Delta followed no definite pattern and the total percentages in the two groups were almost identical. In the Other honorary organizations the in-service group had the higher percentage of membership, due largely to the greater number who qualified between 1938-1947.

Phi Delta Kappa is a National Honorary Educational fraternity, and since the in-service men have a greater amount of graduate work than the out-of-service men, as was shown in Table 2, it would be reasonable to expect the in-service men to have a higher percentage in Phi Delta Kappa. Table 11, shows that consistently for each of the groups, as well as for the composite group. The in-service men have the higher percentage, not by a large margin, but by approximately the same margin that the in-service men have more hours of graduate work.

In addition to living on the farm, a number of men had either owned or managed a farm prior to teaching vocational agriculture. There was no significant difference between the two groups in regard to farm management experience, 20.6 per cent for the in-service group and 21.2 per cent for the out-of-service group.

In the case of the men owning a farm before teaching



vocational agriculture, the total for the groups showed a higher percentage of ownership for the out-of-service group, chiefly because none of the men qualifying between the years 1918-1927 reported owning a farm before teaching. Table 12 shows that as a composite picture of the two factors studied, there was only a slight difference in the two groups, with no definite pattern.

Table 12. Per cent by groups, who owned or managed a farm prior to teaching vocational agriculture.

	: :    Owning a farm :    before teaching	: :    Managed a farm :    before teaching
Group I 1918-1927 In-service	0.0%	36.4%
Group II 1918-1927 Out-of-service	15.8%	13.2%
Group III 1928-1937 In-service	4.8%	19.0%
Group IV 1928-1937 Out-of-service	3.6%	14.5%
Group V 1938-1947 In-service	8.4%	16.7%
Group VI 1938-1947 Out-of-service	6.8%	31.8%
Groups I, III, and V 1918-1947 In-service	5.9%	20.6%
Groups II, IV, and VI 1918-1947 Out-of-service	8.0%	21.2%



Knox found in a study in Iowa that 95 per cent of the men who qualified at Iowa State College for vocational agricultural work are engaged in occupations for which they were fitted by their college education, and experience. Only 5 per cent are now engaged in work which is neither agricultural nor educational. He also found that those who majored in courses other than agricultural education while in college have entered the vocational agricultural teaching field as frequently and remained in it as long as the men who majored in agricultural education.

Knox also found that the incomes of men leaving the field to enter new occupations becomes greater as time goes on, and that the men engaged in farming and teaching vocational agriculture have the lowest median incomes of all the groups into which the vocational agricultural men have gone.<sup>1</sup>

Table 13 shows the curriculums in which the men who qualified to teach vocational agriculture during the time covered in this study majored. As was indicated in the study by Knox, there seemed to be no particular difference in the curriculums chosen or the length of time that the men stayed in the field. The composite group would tend to show that the curriculum did not make the difference, but that the two groups were very similar.

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<sup>1</sup> M. C. Knox, "Occupational Experiences of Men Qualified at Iowa State College Since 1923 to Teach Vocational Agriculture." A paper published in 1939.



Table 13. The curriculums in which the men majored, who qualified for teaching vocational agriculture from 1918 to 1947.

	: :Group: :I :1918- :1927 :in- :ser- :vice : %	: :Group: :II :1918- :1927 :out-of- :ser- :vice : %	: :Group: :III :1928- :1937 :in- :ser- :vice : %	: :Group: :IV :1928- :1937 :out-of- :ser- :vice : %	: :Group: :V :1938- :1947 :in- :ser- :vice : %	: :Group: :VI :1938- :1947 :out-of- :ser- :vice : %	:Groups: :I, III: :& V :1918- :1947 :in- :ser- :vice : %	:Groups: :II, IV :& VI :1918- :1947 :out-of- :ser- :vice : %
Agricultural Economics	36.4	16.3	28.6	27.3	19.6	25.0	25.0	23.7
Agronomy	27.3	32.4	19.1	5.6	8.3	0.0	14.7	11.1
Dairy	18.1	8.6	0.0	3.6	8.3	6.8	7.4	5.9
Horticulture	9.1	8.1	0.0	1.8	2.8	4.5	2.9	4.4
Animal Husbandry	9.1	21.6	4.7	10.9	11.0	4.5	8.8	11.1
Poultry	0.0	2.7	4.7	0.0	0.0	0.0	1.5	.7
Agriculture	0.0	10.8	4.8	5.4	0.0	2.3	1.5	5.8
Agricultural Administration	0.0	0.0	38.1	45.4	50.0	54.5	38.2	35.8
Agricultural Engineering	0.0	0.0	0.0	0.0	0.0	2.3	0.0	1.5

## SUMMARY

This study indicates that the in-service and the out-of-service groups were very similar in most of the factors considered. Only four of the factors in this study showed any significant difference. The in-service men earned a considerably larger portion of their college expenses than the out-of-service men, had longer tenure, and made greater achievements as indicated from the activities selected.

The out-of-service men showed a significantly greater per cent of membership in honorary scholastic organizations. The reasons given by the out-of-service men for leaving the field were quite definitely economic.

The study shows no particular trend or pattern for most of the factors considered. A significant statistic from this study, showed that of the 297 men who qualified and taught at least one year, only 74 remain in the vocational agricultural teaching field, or 24.9 per cent.

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## APPENDIX

January 6, 1955

Dear Sir:

On November 1, I sent out a questionnaire for my Masters Problem. To date I have had nearby 80% response, but I am eager to make it 90%. If you have not completed the questionnaire, would you please do so at your earliest convenience.

Sincerely

Elmer Schrag





EMPLOYMENT HISTORY OF VOCATIONAL  
AGRICULTURE TEACHERS IN KANSAS

by

ELMER PHILIP SCHRAG

B. S., Kansas State College  
of Agriculture and Applied Science, 1931

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AN ABSTRACT OF A  
MASTER'S REPORT

submitted in partial fulfillment of the  
requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE COLLEGE  
OF AGRICULTURE AND APPLIED SCIENCE

1955

The Employment History of Vocational Agricultural Teachers in Kansas is a study to determine the similarities and the differences between the men who qualified to teach vocational agriculture in Kansas during the 30 year period, 1918-1947; and to determine, if possible, any characteristic differences between those who remained in the teaching field and those who left it for some other occupation.

A list of the men who qualified to teach vocational agriculture during this period was compiled from the files of the State Board for Vocational Agriculture Education. This list was divided into three groups: 1918-1927, 1928-1937, and 1938-1947. Each of these groups was then divided into those who are still teaching vocational agriculture and those who left the vocational agricultural teaching field. Of the 297 on the list, 58 were deceased or their addresses were not available, leaving a total 239. Seventy-four are still teaching vocational agriculture and are referred to as in-service men, whereas 165 left the vocational agricultural teaching field and are termed out-of-service.

To secure the data for this study, a questionnaire was sent to each of these men. Ninety-one and nine tenths per cent of the in-service men and 83 per cent of the out-of-service men returned the questionnaire.

The purpose of this study is to compare the two groups in regard to place of birth, portion of college expenses earned, farm experience, teaching tenure, graduate work done,

extra-curricular activities, achievements, farm investment, salary average, reasons for leaving the field, satisfaction in work, honorary fraternities, farm ownership or management, and curriculums.

The study indicates that the in-service and out-of-service groups were very similar in most of the factors considered. Only four of the factors in this study showed any significant difference. The in-service men earned a considerably larger portion of their college expenses, earning 71 per cent compared to 56.3 per cent for the out-of-service men; had 6.2 years tenure compared to 3.8 for out-of-service men; and made greater achievements in the activities selected for comparison. On basis of per year taught, the in-service men had 211 per cent as many state farmers, 175 per cent as many American farmers, and 286 per cent as many state first place FFA speech winners. The study showed little difference in evening schools and part-time classes conducted.

The out-of-service men showed a significantly greater membership in two honorary scholastic fraternities, with 170 per cent as many Alpha Zeta members and 161 per cent as many Phi Kappa Phi members. Membership in Phi Delta Kappa and Other Honorary organizations was slightly in favor of the in-service men. The reasons given by the out-of-service men for leaving the field were quite definitely economic.

The study shows no particular trend or pattern for most of the factors considered. A significant statistic from this study, showed that of the 297 men who qualified and taught a minimum of one year, only 74 remain in the vocational agricultural teaching field or 24.9 per cent.

